

# Evaluation Summary Report (BIE)

Last Modified on 10/21/2024 8:20 am CDT

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Tool Search: Special Ed Documents

Evaluations are used to document the student's educational needs and the student's determination of eligibility for special education. This document describes each editor, the section(s) of the print format that include the entered information, a description of each field on the editor, and any special considerations and instructions for using the editor and fields.

**An evaluation must be created whether or not the student is determined to have a disability.** A copy of the evaluation summary report, including the documentation of eligibility, is given to the student's parents by the school district.

The current format of this document is the **BIE Evaluation 2023**. Evaluation formats are selected in the [Eval Types](#) tool.

Editor Home - BIE Evaluation Summary Report <span>?</span>			
NAME	STATUS	MODIFIED BY	COMPLETED BY
Evaluation Header	<span>IN PROGRESS</span>	System Administrator 7/17/23 9:35 AM	>
Enrollment Information	<span>IN PROGRESS</span>	System Administrator 7/17/23 12:27 PM	>
Student Information	<span>IN PROGRESS</span>	System Administrator 7/17/23 9:35 AM	>
Parent/Guardian Information	<span>IN PROGRESS</span>	System Administrator 7/17/23 12:33 PM	>
Reasons for Referral	<span>NOT STARTED</span>		>
Intellectual Skills	<span>NOT STARTED</span>		>
Academic Achievement	<span>NOT STARTED</span>		>

*Editor Home*

## Editor Home

The Editor Home lists the editors available, their status, and Modification and Completion information.

Header	Description
<b>Name</b>	The name of the editor.
<b>Status</b>	<p>The state of the editor. Statuses can be:</p> <ul style="list-style-type: none"> <li>• <b>In Progress</b> indicates a user has entered and saved data in that editor.</li> <li>• <b>Not Started</b> is the default status for all editors.</li> <li>• <b>Complete</b> indicates a user has clicked the Complete button on the editor, and the editor is read-only. This does not lock the editor from further editing but indicates the user considers the editor finished.</li> <li>• <b>Not Needed</b> indicates a user has clicked the <b>Not Needed</b> button on the editor. This is usually done for editors that do not apply to the student.</li> </ul> <p>The following statuses are only available for certain state-specific documents:</p> <ul style="list-style-type: none"> <li>• <b>ESign</b> indicates that the editor has functionality related to the eSignature process. See the <a href="#">Nevada Individual Education Plan eSignature Process</a> or <a href="#">Delaware Special Ed Plan eSignature Process</a> articles for additional information.</li> <li>• <b>Complete Pending eSignature</b> indicates the plan has been entered and sent via the Campus Parent portal to the student's guardian for eSignature.</li> </ul>
<b>Modified By</b>	The date and the user by whom the editor was last edited.
<b>Completed By</b>	The date and the user who clicked the <b>Complete</b> button for that editor.

## General Information

The following table lists the actions available for the editors. When resizing the window, certain buttons are condensed into a single **Action** button.

Button	Description
<b>Save</b>	<p>Different editors have different save options. Click the arrow next to the Save &amp; Stay button to view all saving options for any given editor.</p> <ul style="list-style-type: none"> <li>• <b>Save</b> captures progress and navigates the user to the Editor Home or to the List Screen for List editors. See the <a href="#">Editor Types</a> section for additional information.</li> <li>• <b>Save &amp; Stay</b> captures progress and keeps the user on the current editor. This save button is the default save option and is usually found within the detail screen or list editors, such as Goals and Objectives.</li> <li>• <b>Save &amp; Next</b> captures progress and navigates the user to the next editor.</li> <li>• <b>Save &amp; New</b> captures progress and creates a new record. This save button is usually found within the detail screen of a list editor, such as Goals and Objectives. See the <a href="#">Editor Type</a> section for additional information.</li> </ul>

Button	Description
<b>Refresh</b>	<p>Retrieves a new copy of data from the student's record. This includes enrollment, student, parent/guardian, and team member information. This also returns any accidentally deleted records. Manually entered fields do not change when the refresh button is clicked. The user must <b>Save</b> after clicking Refresh to capture changes.</p> <p>A side panel displays a listing of all the student's applicable enrollment records. See the <a href="#">Enrollments</a> tool documentation for additional information.</p>
<b>Cancel</b>	Navigates the user to the Editor Home screen or the List Screen for List editors.
<b>Status</b>	<p>Changes the status of the editor.</p> <ul style="list-style-type: none"> <li>• <b>Complete</b> indicates the editor is finished. This makes the editor read-only. However, this does not lock the editor from further editing. The user must click <b>In Progress</b> to further edit after an editor is marked Complete.</li> <li>• <b>Not Needed</b> indicates the editor does not apply to the student's plan or evaluation. This makes the editor read-only. However, this does not lock the editor from further editing. Click the <b>In Progress</b> button to further edit after an editor is marked Not Needed.</li> <li>• <b>In Progress</b> only displays when the editor is in the Complete or Not Needed status and allows additional edits to be made.</li> </ul> <p>The following status is only available for the Nevada IEP:</p> <ul style="list-style-type: none"> <li>• <b>Complete Pending eSignature</b> only displays for the Procedural Safeguards, IEP Implementation, and Medicaid Consent editors. This button marks the editor as complete until the parent/guardian electronically signs those sections of the plan via the Campus Parent Portal. See the <a href="#">Nevada Individual Education Plan eSignature Process</a> or <a href="#">Delaware Special Ed Plan eSignature Process</a> articles for additional information.</li> </ul>
<b>Print</b>	Prints the entire document.
<b>Editors</b>	Opens a side panel listing all the available editors and their status. Select an editor from this list to navigate to that editor or click <b>Close</b> to collapse the side panel.
<b>Previous</b>	Navigates the user to the previous editor.
<b>Next</b>	Navigates the user to the next editor.

## Editor Types

There are two types of editors available: List or Basic editors. When navigating to a Basic editor, the list of fields within the editor is displayed. List editors display a list of all records within that editor. Clicking an existing record or the **New** button opens the detail view for an individual record.

## Editor Lock Out and Release Logic

Only one user at a time can actively work on an editor. A person with a padlock icon ( ) displays in the Editors side panel, Editor Home, and List Screen of list editors indicating which editors currently have users working on them. Hovering over the icon displays the name of the user who has checked out the editor, including the current user (you).

Editors that are currently being edited are read-only for all other users. The name of the person working on the editor displays in the header.

To release an editor, the user must:

- navigate to the next editor by clicking **Save and Next** or the **Editors** button and selecting the next editor from the side panel.
- click the **Cancel** button to return to the Editor Home screen.
- log out of the Campus application.
- navigate to a different tool in the Campus application.

Editors are automatically released when the in-application timeout limit has been exceeded. This is a back-end process and is usually around 30-60 minutes.

## Template Banks

Certain fields within several editors have an **Add Template** icon that displays next to their name. Clicking this button displays a side panel with the available library of predetermined text for that field. [Template Banks](#) are managed in System Administration.

Transition Goals and Services: Postsecondary

Sequence Number: 1

Area\*: Postsecondary Education and Training Goal

Goal: Add Template

Reading Goal

Courses of Study: Add Template

Template Banks

Categories	Sequence	Selected Template Bank Values
+ Course of Study English (4 Templates)		No records selected.
+ Course of Study Math (4 Templates)		

Save & Stay | Cancel | Insert Selected Template(s) | Clear Selected Template(s) | Cancel

*Template Bank Side Panel*

Click the plus (+) icons next to the category to view the available template values.

### Template Banks

Categories	Sequence	Selected Template Bank Values										
- Course of Study English (4 Templates) <table border="1"> <thead> <tr> <th>Add</th> <th>Templates</th> </tr> </thead> <tbody> <tr> <td><input type="button" value="Add"/></td> <td><b>Course of Study 10</b> Grade 10: English 200</td> </tr> <tr> <td><input type="button" value="Add"/></td> <td><b>Course of Study 11</b> Grade 11: English 300</td> </tr> <tr> <td><input type="button" value="Add"/></td> <td><b>Course of Study 12</b> Grade 12: English 400</td> </tr> <tr> <td><input type="button" value="Add"/></td> <td><b>Course of Study 9</b> Grade 9: English 100</td> </tr> </tbody> </table>	Add	Templates	<input type="button" value="Add"/>	<b>Course of Study 10</b> Grade 10: English 200	<input type="button" value="Add"/>	<b>Course of Study 11</b> Grade 11: English 300	<input type="button" value="Add"/>	<b>Course of Study 12</b> Grade 12: English 400	<input type="button" value="Add"/>	<b>Course of Study 9</b> Grade 9: English 100	1 <input type="button" value="▲"/> <input type="button" value="▼"/>	<b>Course of Study 9</b> <input type="button" value="X"/> Grade 9: English 100
Add	Templates											
<input type="button" value="Add"/>	<b>Course of Study 10</b> Grade 10: English 200											
<input type="button" value="Add"/>	<b>Course of Study 11</b> Grade 11: English 300											
<input type="button" value="Add"/>	<b>Course of Study 12</b> Grade 12: English 400											
<input type="button" value="Add"/>	<b>Course of Study 9</b> Grade 9: English 100											
	2 <input type="button" value="▲"/> <input type="button" value="▼"/>	<b>Course of Study 10</b> <input type="button" value="X"/> Grade 10: English 200										
	3 <input type="button" value="▲"/> <input type="button" value="▼"/>	<b>Course of Study 11</b> <input type="button" value="X"/> Grade 11: English 300										
	4 <input type="button" value="▲"/> <input type="button" value="▼"/>	<b>Course of Study 12</b> <input type="button" value="X"/> Grade 12: English 400										
+ Course of Study Math (4 Templates)												

*Expanded Category and Values Selected*

Template Bank Categories display on the left and the selected text displays on the right. Click the **Add** button to add the template value. This adds the template to the queue of values on the right. The red **X** removes selected templates while the sequence field can be used to reorder the templates. Another option is to use the up and down arrows next to the sequence field to reorder values.

Click **Cancel** to go back to the document. The **Clear Selected Template(s)** button removes all selected template values from the right selection screen.

Once selections are finalized, click the **Insert Selected Template(s)** button to add the values to the field within the document in the selected order. Template values are separated by carriage returns.

Courses of Study:

Grade 9: English 100

Grade 10: English 200

Grade 11: English 300

Grade 12: English 400

*Example Template Bank Selections in the Document*

# Text Editors

Images should not be inserted into text fields.

## Editors

[Evaluation Header](#) | [Enrollment Information](#) | [Student Information](#) | [Parent/Guardian Information](#) | [Reasons for Referral](#) | [Intellectual Skills](#) | [Academic Achievement](#) | [Communication Skills](#) | [Physical/Medical](#) | [Motor Skills](#) | [Social, Emotional and Behavioral](#) | [Adaptive Skills](#) | [Hearing](#) | [Vision](#) | [Vocational](#) | [Developmental Delay](#) | [Classroom Observations](#) | [Other](#) | [Determination of Eligibility](#)

The following section lists each editor and describes each field on the editor.

## Evaluation Header

The Evaluation Header editor lists general information about the Evaluation.

*Evaluation Header Editor*

▶ [Click here to expand...](#)

Field	Description	Validation
<b>Evaluation Due Date</b>	A day 60 days from the date consent to evaluate the student for special education services is received.	This field auto-populates to a date 60 days from the date entered in the Date Consent Received by School field. This field is read-only.
<b>Date Evaluation Completed</b> <i>Required</i>	The day the evaluation is completed.	N/A
<b>Evaluation Type</b>	The type of evaluation. Options include: <ul style="list-style-type: none"> <li>Initial</li> <li>Reevaluation</li> </ul>	N/A

Field	Description	Validation
<b>Consent Date</b> <i>Required</i>	The day the consent is sent to the student's parent/guardian.	N/A
<b>Date Consent Received by School</b> <i>Required</i>	The day the school received consent from the student's parent/guardian to evaluate the student for special education services.	The date entered in this field automatically calculates to a date 60 days in the future. When a date is entered here, the Evaluation Due Date auto-populates.
<b>Date Evaluation Completed</b> <i>Required</i>	The day the evaluation was completed for the student.	N/A
<b>Reason 60 day timeline not met</b>	The explanation for why the evaluation was not completed within the 60 day timeline. Options include: <ul style="list-style-type: none"> <li>• Parent repeatedly fails or refuses to make child available for evaluation</li> <li>• Child transfers to new school after previous school has begun and evaluation is not completed (child no longer under the jurisdiction of the school)</li> <li>• Contract not awarded</li> <li>• Inclement weather</li> <li>• Evaluator not available</li> <li>• Other</li> </ul>	This field does not print.

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## Enrollment Information

The Enrollment Information editor reports Special Education information from the student's Enrollment.

The **Refresh** button retrieves a fresh copy of data from the student's record.

Enrollment Information Editor 2 of 19

IN PROGRESS

Click Refresh to retrieve a new copy of data from a selected Enrollment record.

<b>School</b> [Redacted] High School	<b>Grade</b> 11
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**District Information**

<b>District Number</b> [Redacted]	<b>District Name</b> [Redacted] Public School	<b>District Phone</b> [Redacted]
<b>District Address</b> [Redacted] MT 59540		<b>District SPED Phone</b> [Redacted]
<b>District SPED Address</b> [Redacted] MT 59540		

*Enrollment Information Editor*

▶ [Click here to expand...](#)

Field	Description	Location (when Refresh is clicked)
<b>School</b>	The name of the school associated with the student's Enrollment record.	Student Information > General > Enrollments > School
<b>Grade</b>	The student's current grade.	Student Information > General > Enrollments > Grade  Enrollment.grade
<b>District Information</b>		
<b>District Number</b>	The district number associated with the Enrolled school.	System Administration > Resources > District Information > State District Number
<b>District Name</b>	The district name associated with the Enrolled school.	System Administration > Resources > District Information > Name
<b>District Address</b>	The district address associated with the Enrolled school.	System Administration > Resources > District Information > Address
<b>District Phone</b>	The district phone number associated with the Enrolled school.	System Administration > Resources > District Information > Phone
<b>District SPED Address</b>	The district special education address associated with the Enrolled school.	System Administration > Resources > District Information > SPED Address
<b>District SPED Phone</b>	The district special education phone number associated with the Enrolled school.	System Administration > Resources > District Information > SPED Phone

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# Student Information

The Student Information editor displays basic information about the student such as demographic information. This is a read-only editor.

The **Refresh** button retrieves a fresh copy of data from the student's record.

Student Information IN PROGRESS
Editor 3 of 19

When an Evaluation is generated, a snapshot of the student's information is taken from Census. Click Refresh to retrieve a new copy of data.

<b>Last Name</b> [Redacted]	<b>First Name</b> Carter	<b>Middle Name</b> Joe	<b>Suffix</b>
<b>Race/Ethnicity</b> 05: White, Non-Hispanic	<b>Birthdate</b> [Redacted]	<b>Age</b> [Redacted]	
<b>Address</b>			
[Redacted] MT 59540			
<b>Primary Language</b> [Redacted]	<b>NASIS ID</b> [Redacted]		
<b>Case Manager Information</b>			
<b>Name</b> [Redacted]		<b>Title</b> [Redacted]	
<b>Phone</b> [Redacted]			

*Student Information Editor*

▶ [Click here to expand...](#)

Field	Description	Location (when Refresh is clicked)
<b>Last Name</b>	The student's last name.	Census > People > Demographics > Last Name  identity.lastName
<b>First Name</b>	The student's first name.	Census > People > Demographics > First Name  identity.firstName
<b>Middle Name</b>	The student's middle name.	Census > People > Demographics > Middle Name  identity.middleName

Field	Description	Location (when Refresh is clicked)
<b>Suffix</b>	The student's suffix.	Census > People > Demographics > Suffix Name  identity.suffix
<b>Race/Ethnicity</b>	The student's state defined race.	Census > People > Demographics > State Race/Ethnicity
<b>Birthdate</b>	The student's birthdate.	Census > People > Demographics > Birth Date  identity.birthDate
<b>Age</b>	The student's age.	Census > Person Information > Age
<b>Address</b>	The student's address.  This field becomes a dropdown when more than one address exists for the student. The primary household displays by default.	Census > Households > Address Info  address.number; address.street; address.tag; address.prefix; address.dir; address.apt; address.city; address.state; address.zip
<b>Primary Language</b>	The student's first language.	Census > People > Demographics > Home Primary Language  identity.homePrimaryLanguage
<b>NASIS ID</b>	The student's state ID number.	Census > People > Demographics > NASIS ID
<b>Case Manager Information</b>		
<b>Name</b>	The first and last name of the team member.	Student Information > Special Ed > General > Team Members
<b>Title</b>	The role of the team member.	Student Information > Special Ed > General > Team Members
<b>Phone</b>	The phone number of the team member.	Student Information > Special Ed > General > Team Members

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## Parent/Guardian Information

The Parent/Guardian Information editor populates based on the guardian checkbox on the student's [Relationships](#) tool. The editor includes [Demographics](#) information for the student's guardian.

The **Delete** button next to each parent/guardian can be used to remove a parent/guardian from the IEP.

The **Refresh** button retrieves a new copy of parent/guardians' data. This also returns any accidentally deleted people. Manually entered fields do not change when the refresh button is clicked. The user must **Save** after clicking Refresh to capture changes.

Parent/Guardian Information Editor 4 of 19

When an Evaluation is generated, a snapshot of the parent/guardian information is taken from Census. Individuals with the Guardian checkbox marked on the Relationship tool for the student display below. Click Refresh to retrieve a new copy of data.

---

**Brian - Parent**

Print Sequence Delete

Address

Home Phone                      Work Phone                      Cell Phone

E-mail

---

**Elizabeth - Parent**

Print Sequence Delete

Parent/Guardian Information Editor

▶ [Click here to expand...](#)

Field	Description	Validation
<b>Last Name</b>	The last name of the parent/guardian.	This field populates from Census. This is part of the header for the parent/guardian.
<b>First Name</b>	The first name of the parent/guardian.	This field populates from Census. This is part of the header for the parent/guardian.
<b>Middle Name</b>	The middle name of the parent/guardian.	This field populates from Census. This is part of the header for the parent/guardian.
<b>Suffix</b>	The suffix of the parent/guardian.	This field populates from Census. This is part of the header for the parent/guardian.
<b>Relationship</b>	The relation of the parent/guardian to the student.	This field populates from Census. This is part of the header for the parent/guardian.

Field	Description	Validation
<b>Print Sequence</b>	The print order of the parent/guardian(s) on the IEP.	When no Sequence is selected, parent/guardian(s) print in the order displayed in the UI. When any Sequences are selected, parent/guardian(s) with a sequence number prints in the order defined. Unordered parent/guardians display below the sequenced records.
<b>Address</b>	The parent/guardians' address.	This field populates from Census > Household > Addresses.  When there are multiple addresses for a person, the drop down with an option to select which address displays. When there is only one address, the drop down only has one option. The populated address is the one marked Primary.
<b>Home Phone</b>	The home phone number of the parent/guardian.	This field populates from Census > Personal Contact Information > Household Phone.
<b>Work Phone</b>	The work phone of the parent/guardian.	This field populates from Census > People > Demographics > Work Phone.
<b>Cell Phone</b>	The cell phone of the parent/guardian.	This field populates from Census > Personal Contact Information > Cell Phone.
<b>Email</b>	The primary email address for the parent/guardian.	This field populates from Census > Personal Contact Information > Email.

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## Reasons for Referral

The Reasons for Referral editor is used to document the reasons the parent/guardian(s) and/or school personnel referred the student for an evaluation.

Reasons for Referral Editor 5 of 19

**Parent Information** NOT STARTED

Reasons for Referral, Parents, School Personnel

*Reasons for Referral Editor*

## Intellectual Skills

The Intellectual Skills editor is used to document the student's current level of intellectual development.

Intellectual Skills NOT STARTED
Editor 6 of 19

Current Intellectual Assessment Results

Intellectual Information □

*Intellectual Skills Editor*

## Academic Achievement

The Academic Achievement editor is used to document the student's current level of academic achievement in the classroom.

Academic Achievement NOT STARTED
Editor 7 of 19

Current Academic Achievement Assessment Results

Academic Information □

*Academic Achievement Editor*

## Communication Skills

The Communication Skills editor is used to document the student's current level of communication skills.

Communication Skills NOT STARTED
Editor 8 of 19

Current Communication Skills Assessment Results

Communication Information 

*Communication Skills Editor*

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## Physical/Medical

The Physical/Medical editor is used to document the student's physical and medical health.

Physical/Medical NOT STARTED
Editor 9 of 19

Current Physical/Medical Assessment Results

Physical/Medical Information 

*Physical/Medical Editor*

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## Motor Skills

The Motor Skills editor is used to document the student's current level of movement and motor ability.

Motor Skills NOT STARTED
Editor 10 of 19

Current Gross and/or Fine Motor Skills Assessment Results

Gross and/or Fine Motor Skills 

*Motor Skills Editor*

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## Social, Emotional and Behavioral

The Social, Emotional and Behavioral Skills editor is used to document the student's current level of emotional and behavioral abilities.

Social, Emotional and Behavioral NOT STARTED
Editor 11 of 19

Current Social, Emotional and Behavioral Assessment Results

Social, Emotional and Behavioral Information 📄

*Social, Emotional and Behavioral Editor*

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## Adaptive Skills

The Adaptive Skills editor is used to document the student's current level of adaptive skills.

Adaptive Skills NOT STARTED
Editor 12 of 19

Current Adaptive Skills Assessment Results

Adaptive Skills 📄

*Adaptive Skills Editor*

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## Hearing

The Hearing editor is used to document the student's hearing abilities.

Hearing NOT STARTED
Editor 13 of 19

Current Hearing Assessment Results

Hearing 📄

*Hearing Editor*

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# Vision

The Vision editor is used to document the student's visual abilities.

Vision NOT STARTED
Editor 14 of 19

Current Vision Assessment Results

Vision NOT STARTED

*Vision Editor*

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# Vocational

The Vocational editor is used to document the student's vocational skills.

Vocational NOT STARTED
Editor 15 of 19

Current Vocational Assessment Results

Vocational NOT STARTED

*Vocational Editor*

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# Developmental Delay

The Developmental Delay editor is used to document any delays to the student's development.

Developmental Delay NOT STARTED
Editor 16 of 19

Current Developmental Delay Assessment Results

Developmental Delay NOT STARTED

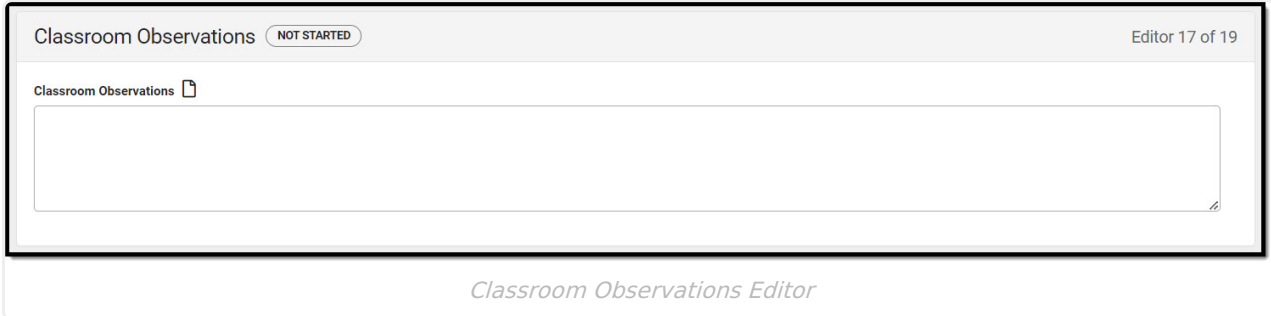
*Developmental Delay Editor*

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# Classroom Observations

The Classroom Observations editor is used to describe the student's performance in the classroom.



Classroom Observations NOT STARTED Editor 17 of 19

Classroom Observations 

*Classroom Observations Editor*

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# Other

The Other editor is used to document any additional information pertinent to the evaluation of the student for a determination of eligibility.



Other NOT STARTED Editor 18 of 19

Other 

*Other Editor*

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# Determination of Eligibility

The Determination of Eligibility editor is used to document the team's decision regarding the action needed for the student based on all the data collected in the previous editors.

Determination of Eligibility IN PROGRESS
Editor 19 of 19

**The evaluation team has reviewed the evaluation data and proposed the following action:**

**Eligibility Determination \***

This child has a disability, as defined in the Individuals with Disabilities Education Act (IDEA 2004), in the area of (Visual Impairments). This disability adversely affects educational performance, and the child requires specialized instruction. The team agrees that neither lack of instruction in reading or math, nor limited English proficiency was a factor in this determination.

This child does not have a disability, as defined in the Individuals with Disabilities Education Act (IDEA 2004), that adversely affects educational performance, and does not require specialized instruction.

**Related Services are required for this child.**

No ▼

If yes, list service(s):

**Does this child need further evaluation to determine special education services?**  
If yes, refer to the child's Assessment Plan.

  ▼

Determination of Eligibility Editor

▶ [Click here to expand...](#)

Field	Description	Validation
<b>Eligibility Determination Required</b>	<p>The determination of the team. Options include:</p> <ul style="list-style-type: none"> <li>This child has a disability, as defined in the Individuals with Disabilities Education Act (IDEA 2004), in the area of (select Primary Disability below). This disability adversely affects educational performance, and the child requires specialized instruction. The team agrees that neither lack of instruction in reading or math, nor limited English proficiency was a factor in this determination.</li> <li>This child does not have a disability, as defined in the Individuals with Disabilities Education Act (IDEA 2004), that adversely affects educational performance, and does not require specialized instruction.</li> </ul>	<p>Only one option can be selected.</p> <p>When a user selects a primary disability, the disability populates to (Select Primary Disability Below).</p>
<b>Related Services are required for this child.</b>	<p>Indicates the student requires related services. Options are Yes or No.</p>	N/A

Field	Description	Validation
<b>If yes, list service(s)</b> <i>*Required</i>	A description of the services required.	*This field is available and required when Yes is selected for "Related Services are required for this child."
<b>Does this child need further evaluation to determine special education services?</b> <i>*Required</i>	Options are Yes or No.	*This field is available when No is selected for the Eligibility Determination question.
<b>Primary Disability</b> <i>*Required</i>	The student's primary disability. Options include: <ul style="list-style-type: none"> <li>• Intellectual Disabilities</li> <li>• Hearing Impairments/Deafness</li> <li>• Speech or Language Impairments</li> <li>• Visual Impairments</li> <li>• Emotional Disturbance</li> <li>• Orthopedic Impairments</li> <li>• Other Health Impairments</li> <li>• Specific Learning Disabilities</li> <li>• Deaf/Blindness</li> <li>• Multiple Disabilities</li> <li>• Autism</li> <li>• Traumatic Brain Injury</li> <li>• Developmental Delay</li> </ul>	*This field is required when users selects the check box for "This child has a disability..." and is unavailable when "This child does not have a disability..." is selected.
<b>Determination of Eligibility Date</b> <i>Required</i>	The day the team made the eligibility determination decision.	This field always displays on print.

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## Previous Versions

[Evaluation Summary Report \(BIE\) \[.2327 and previous\]](#)